

## Social Studies (-2): WRITING ASSIGNMENT #1

Focus	Explanations and Support (x 4)	Communication
	<p>When marking <b>Explanations and Support</b>, the marker should consider the:</p> <ul style="list-style-type: none"> <li>• Quality of explanations</li> <li>• Selection and quality of support</li> </ul>	<p>When marking <b>Communication</b>, the marker should consider the:</p> <ul style="list-style-type: none"> <li>• Organization and coherence</li> <li>• Word choice (e.g. specificity and accuracy)</li> <li>• Grammar and mechanics (e.g. consistency of tense, punctuation, spelling, capitalization)</li> </ul> <p>Proportion of error to the length and complexity of the response must also be considered when awarding a mark for Communication</p>
<b>Mastery</b> 4+ 4 4-	Explanations are deliberate and comprehensive revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.	The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
<b>Proficient</b> 3+ 3 3-	Explanations are appropriate and purposeful revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.	The writing is straightforward and clearly organized. The vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
<b>Acceptable</b> 2+ 2 2-	Explanations are general and straightforward revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
<b>Beginning</b> 1+ 1	Explanations are overgeneralized and/or redundant revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.	Writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
<b>Limited</b> 1- marks	Explanations are tangential or minimal revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.	Writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
<p><b>Insufficient - 0</b> Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.</p>		

		<b>Dimensions of Thinking:</b> <ul style="list-style-type: none"><li>- Critical Thinking</li><li>- Identifying main ideas</li></ul>		<b>Communication</b>
<b>Levels</b>				